DOCUMENT RESUME

ED 158 236 CS 004 278

TITLE Reading Instruction: Preschool and Elementary: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through September 1977 (Vol. 38 Nos. 1 through 3).

INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE 78

NOTE 16p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.

DESCRIPTORS Annotated Bibliographies; Basic Reading; Cross Age Teaching; Diagnostic Teaching; *Doctoral Theses; Educationally Disadvantaged; Elementary Education; Family Influence; Humanistic Education; Parent Participation; Preschool Education; *Reading Achievement; Reading Comprehension; *Reading Instruction; Reading Programs; Reading Readiness; *Reading Research; *Reading Skills; Teacher Behavior; *Teacher Characteristics; Teaching Techniques; Tutoring; Vocabulary Skills; Word Lists

ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 22 titles deal with a variety of topics, including the following: development of a primary reading vocabulary; a strategy for teaching students how to identify main ideas and supporting details; reading readiness and reading programs in Wisconsin public school kindergartens; approaches for teaching reading to educationlly disadvantaged students; effects on reading achievement of a computer-managed systems approach, diagnostic prescriptive teaching, a high motivational low anxiety reading program, a training program in humanistic education, paired simultaneous oral reading, and reading textbook selection procedures; a program for involving parents in the teaching of reading; a method for helping children learn to anticipate subsequent information in their reading; the relationship between teacher expectance of student reading achievement and formality of teacher speech; strategies for teaching reading comprehension; effects of home reading experiences on academic readiness; a cross-age tutoring program; student and teacher attitudes toward basal reader programs; and a criterion-referenced reading program for kindergarten pupils. (GW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED158236

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Reading Instruction: Preschool and Elementary:

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, July through September 1977 (Vol. 38 Nos. 1 through 3)

Compiled by the Staff of

ERIC Clearinghouse on Reading and Communication Skills

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

University Microfilms International

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

CS004278

The dissertation titles contained here are published with permission of the University Microfilms International, publishers of Dissertation Abstracts International (copyright © 1977 by University Microfilms International), and may not be reproduced without their prior permission.

This bibliography has been compiled as part of a continuing series designed to make information on relevant dissertations available to users of the ERIC system. Monthly issues of Dissertation Abstracts International are reviewed in order to compile abstracts of dissertations on related topics, which thus become accessible in searches of the ERIC data base. Ordering information for the dissertations themselves is included at the end of the bibliography.

Abstracts of the following dissertations are included in this collection:

Aurand, Donna Mae

SELECTION AND VALIDATION OF THE MOTION-EMOTION PRIMARY VOCABULARY

Barnes, Marcia Mathias

THE EFFECTIVENESS OF A SPECIFIC COMPREHENSION STRATEGY (SCS) TO TEACH MAIN IDEAS AND SUPPORTING DETAILS

Bates, Sue Ann

THE TEACHING OF READING READINESS AND READING IN THE PUBLIC SCHOOL KINDERGARTENS OF WISCONSIN

Bayne, Ella Carter

THE EFFECTS OF THREE APPROACHES TO THE TEACHING OF READING ON ACHIEVEMENT, ATTITUDE, AND ATTENDANCE AMONG EDUCATIONALLY DISADVANTAGED FOURTH GRADERS

Bienert, Neil Winston

EFFECTS OF CRITERION-REFERENCED TESTS AND A COMPUTER-MANAGEMENT SYSTEM ON THE READING ACHIEVEMENT OF ELEMENTARY SCHOOL CHILDREN

Burnett, Nancy Chiles

THE DESIGN, IMPLEMENTATION AND EVALUATION OF A PROGRAM FOR INVOLVING PARENTS OF SECOND AND THIRD GRADE STUDENTS IN THE TEACHING OF READING

Chamblee, Rebecca Meredith

THE EFFECTS OF DIAGNOSTIC PRESCRIPTIVE TEACHING ON THE READING ACHIEVEMENT AND SELF-CONCEPT OF FIRST GRADE LEARNING DISABLED PUPILS

Cullen, Ruth Enck

DIFFERENTIAL EFFECTIVENESS OF AN EXPECTANCY UNIT FOR CHILDREN READING AT TWO DIFFERENT LEVELS

Freedman, Glenn Barry

THE RELATIONSHIP BETWEEN TEACHER EXPECTANCIES OF STUDENT ACHIEVEMENT IN READING GROUPS AND FORMALITY OF TEACHER SPEECH

Green, Gerald Weakley

THE EFFECTS OF THREE DIFFERENT TEACHING STRATEGIES ON THE READING COMPREHENSION OF MIDDLE SCHOOL LANGUAGE ARTS STUDENTS

Hayes, Dale Thomas

THE EFFECT OF THE PERFORMANCE READING STRATEGY ON SELECTED ELEMENTARY PUPILS

Hoskins, Keith Frederick

THE EFFECTS OF HOME READING EXPERIENCES ON ACADEMIC READINESS FOR KINDERGARTEN CHILDREN

Jones, Linda Lee

ELEMENTARY SCHOOL READING: RELATIONSHIPS AMONG TEACHER BACKGROUND, NEEDS, KNOWLEDGE AND HINDRANCES TO EFFECTIVE INSTRUCTION

Lee, Mildred K.

AN INVESTIGATION OF CHANGE IN READING ACHIEVEMENT AND IN ATTITUDE PERCEPTION OF SELECTED ELEMENTARY SCHOOL CHILDREN AS A RESULT OF A TRAINING PROGRAM IN HUMANISTIC EDUCATION

Lindquist, Alan Keith

A CROSS-AGE TUTORING PROGRAM EMPHASIZING TRAINING AND SUPERVISION OF TUTORS AND AN ANALYSIS OF TUTOR-TUTEE INTERACTIONS

Maddox, Eleanor Jeanne

AN INVESTIGATION OF VOCABULARY AND COMPREHENSION DEVELOPMENT OF SIXTH GRADERS

Norby, Janet Roy

AN ANALYSIS OF STUDENT AND TEACHER ATTITUDES TOWARD SEVEN BASAL READER PROGRAMS

Odle, Sara Jane Proctor

THE EFFECTS OF PAIRED SIMULTANEOUS ORAL READING ON THE READING PERFORMANCE OF FOURTH, FIFTH, AND SIXTH GRADE STUDENTS

Osterberg, Richard Frederick

COMPARATIVE GROWTH OF KINDERGARTEN CHILDREN USING A CRITERION-REFERENCED READING PROGRAM

Paul, Mary Crosby

THE EFFECT OF FORMAL PRESCHOOL EXPERIENCES AND SUPPORTIVE READING BEHAVIOR IN THE HOME ON FIRST GRADE READING READINESS

Scott, John Whittier, Jr.

AN ANALYSIS OF CONDITIONS THAT ENCOURAGE SCHOOL CHILDREN TO CHOOSE TO READ

Shroyer, Donald Nelson

THE RELATIONSHIP BETWEEN READING TEXTBOOK SELECTION PROCEDURES AND STUDENT READING ACHIEVEMENT IN SELECTED CALIFORNIA SCHOOL DISTRICTS

SELECTION AND VALIDATION OF THE MOTION-EMOTION PRIMARY VOCABULARY

AURAND, Donna Mae, Ed.D.
Northern Arizona University, 1977

Adviser: John F. Rambeau

The problem of this study was three-fold: to propose criteria for the development of a primary reading vocabulary to develop such a list based upon words verified by primary children as being a part of their listening vocabulary, and to create a primary word list using as its core, the Motion-Emotion Primary Vocabulary.

Words for the proposed word list were selected from high interest-controlled vocabulary books, primary trade books, and Roget's Thesaurus in accordance with the following criteria: 1. The word list shall be limited to those words which are assumed to be within the realm of a primary child's listening vocabulary, but it shall not include words previously named on the Gates Reading Vocabulary for Primary Grades (the first 1500 words), Dolch's Basic Word List of 220 Words, or Stone's Revision of the Dale List of 769 Easy Words. 2. Selected for the list shall be only those words which are expressions or descriptions of emotions and/or feelings of children, adults, or animals, and those words which are descriptions of actions or movements of children, adults, or animals.

In order to determine if the resulting 455 words were known by primary children, a validating instrument was developed using pictures to determine word understanding. Each word to be tested was illustrated by three simple black line drawings of similar size. These drawings represented the correct concept of the word and two distractors. The words and their drawings were divided into six tests by random selection. A sample of four classes from each of the first three grades was chosen from four different schools (three school districts) within a fifty mile radius of Flagstaff, Arizona. Each class in the sample was tested on all six parts of the Motion-Emotion Primary Vocabulary Test.

Through the validation procedure, it was determined that: 1. A highly significant (.01) number of the motion-emotion words were known by the primary children tested; therefore, it is reasonable to believe that the choice of criteria was realistic and sound. 2. There were very few sex differences in the understanding of the words on the vocabulary list, and of those, 73% of the differences were in favor of the boys. 3. It was possible to develop a graded vocabulary list selected upon the criterion of motion-emotion and consisting of words understood by primary children.

For the purpose of greater utility to teachers, writers, and publishers, a Motion-Emotion Word List was created by adding to the Motion-Emotion Primary Vocabulary, a Suggested Basic Word List (a list of words found to be common to several recently published word lists) and an Ancillary Word List (a list of motion-emotion words which were not a part of the validation procedure because they were found on the Dolch, Stone, and/or Gates lists).

The findings of this study suggest that the Motion-Emotion Primary Vocabulary would be an appropriate source of words for teacher or student-made materials, basal-reader revisions, high interest - controlled vocabulary books, primary trade books, commercial workbooks, materials for machine use, as well as for children's magazines and newspapers.

Order No. 77-18,704, 224 pages.

THE EFFECTIVENESS OF A SPECIFIC COMPREHENSION STRATEGY (SCS) TO TEACH MAIN IDEAS AND SUPPORTING DETAILS

BARNES, Marcia Mathias, Ph.D.
University of Maryland, 1976

Supervisor: Dr. Robert M. Wilson

The purpose of this study was to investigate the effectiveness of the Specific Comprehension Strategy (SCS) in teaching students how to identify important ideas and supporting details in recall and locate situations. As counties participating in this study were interested in knowing if the SCS assisted students in the recognition of main ideas, this investigation was also designed to examine the effectiveness of this strategy in helping students accurately identify main ideas. Data obtained from the Diagnostic Reading Scales test were used to evaluate the effectiveness of the strategy.

Analyses were made to determine whether instruction with the SCS significantly affected students' recall and locate performance on the Diagnostic Reading Scales test. Additionally, analysis of main ideas identified by students in both experimental and control groups was done in order to determine if instruction with SCS enhanced the students' ability to identify main ideas.

One hundred thirty-three third-graders comprised the sample population. Of this total, 67 were boys and 66 were girls. They were selected from the third-grade classrooms of 17 teachers in Montgomery County and Howard County, Maryland. Once selected, students were randomly assigned to experimental and control groups.

In each of the schools, the activities of the groups took place during the school day at a time when the third-grade classes were working in the area of reading and language arts. Thirty-minute periods of instruction were provided for each student. Students met with the reading teachers for a total of nine lessons. Each lesson lasted for 30-minutes. Instruction was completed within a two-week period.

Reading teachers, who participated in the study, were given two one-hour training sessions. The purpose of these sessions was to acquaint reading teachers with a consistent plan for teaching both the experimental and control groups.

All students were selected on the basis of their raw scores on the Botel Word Opposites Test. Students who obtained raw scores falling within the 21 to 59 point range were considered eligible for the study.

Data were collected at the conclusion of the study using the Diagnostic Reading Scales test. Raw scores from the Diagnostic Reading Scales test were obtained for every student for the number of questions answered by recall and the number of questions answered by locate. Student responses to the question "What do you think is the main idea of this story?" were also recorded. Responses were judged to be correct if they matched the responses of a panel of six judges. Raw scores were obtained, for both groups; of the total number of correct and incorrect main idea responses.

The conclusions supported by this investigation are as follows: 1. There was no significant difference in recall comprehension scores, on the Diagnostic Reading Scales test, between third-grade students who received SCS and those who did not. 2. There was no significant difference, on the Diagnostic Reading Scales test, in percent success locate comprehension scores between third-grade students who received SCS and those who did not. 3. The number of main ideas correctly named by the experimental group was significantly higher than the expected value at six of the eleven levels of the Diagnostic Reading Scales test. In the six levels which were significant, the experimental group correctly identified more than the expected number of main ideas.

The results of this study suggest the following implications:

For Teaching

Findings indicate that there appear to be no advantages or disadvantages involved in using the Specific Comprehension Strategy (SCS) for developing skills of recall and locate as there were no significant differences in recall and locate performance between groups. As students who received SCS did as well as those students who did not, teachers can consider this technique as an appropriate alternative to developing reading comprehension.

Analysis indicates that treatment with SCS affected students' main idea performance at six of the eleven levels of the Diagnostic Reading Scales test. In the six levels which were significant, the experimental group identified more than the expected number of main ideas. These findings indicate that teachers interested in providing students with a means for identifying main ideas may consider SCS a useful strategy.

Order No. 77-16,377, 129 pages.

THE TEACHING OF READING READINESS AND READING IN THE PUBLIC SCHOOL KINDERGARTENS OF WISCONSIN

BATES, Sue Ann, Ph.D.
The University of Wisconsin-Madison, 1976

Supervisor: Professor Thomas C. Barrett

The purposes of this investigation were: (1) to describe the reading readiness and reading programs in the public school kindergartens of Wisconsin; and (2) to compare kindergarten teachers, categorized by selected variables, on selected aspects of the reading programs they provided their students. To this end a thirty-item questionnaire designed to elicit information about teacher characteristics and instructional programs in reading readiness and reading was sent to 1,657 kindergarten teachers employed by 390 of the 421 public school districts in Wisconsin. Sixty-one percent or 1,001 questionnaires were returned. Data related to purpose one were dealt with descriptively; whereas, the chi square statistic was utilized to test the hypotheses generated by purpose two. Among the results produced by the investigation were: 1. Ninety-eight percent of the kindergarten teachers surveyed included reading readiness in the curriculum while 38 percent included reading. 2. It was primarily the kindergarten teacher who made curricular decisions regarding reading readiness and reading. 3. Teacher observation was the most frequently reported source of diagnostic and evaluative information for pupil's status of progress in readiness and reading. 4. The kindergarten teacher was the primary person who taught reading readiness and reading. 5. Most reading readiness programs provided instruction for all pupils, began early in the school year, were carried on daily for 20-30 minutes and included a variety of materials and activities to develop a variety of skills. 6. The majority of the reading programs began before February and were carried on daily for 20-30 minutes. Over half of the kindergarten teachers who taught reading provided formal reading instruction for individuals who were deemed ready. 7. There were significant differences ($p < .01$) between the expected and observed frequencies among kindergarten teachers categorized according to years of kindergarten teaching experience, number of reading courses taken and year of last reading course, and their use of particular diagnostic procedures, evaluation procedures, materials, activities, language skills, conceptual skills, visual skills, auditory skills, and kinetic skills in their reading programs. An inspection of the data suggested that the differences occurred because kindergarten teachers who had two to five years of experience, two or more reading courses, taken their last reading course between 1971-1975 were more inclined to incorporate certain instructional aspects into their reading programs than were their counterparts.

On the basis of the findings, at least two conclusions seemed warranted. First, there appeared to be a need for the Wisconsin State Department of Public Instruction to provide school districts, administrators and teachers with increasing guidance regarding the nature and nurture of reading readiness and reading instruction in the kindergarten. Second, many public school kindergarten teachers in Wisconsin would benefit from exposure to current information about teaching reading through improved preservice and inservice teacher education programs. Order No. 77-8079, 162 pages.

THE EFFECTS OF THREE APPROACHES TO THE TEACHING OF READING ON ACHIEVEMENT, ATTITUDE, AND ATTENDANCE AMONG EDUCATIONALLY DISADVANTAGED FOURTH GRADERS

BAYNE, Ella Carter, Ed.D.
The American University, 1977

The purpose of this study was to analyze and to interpret the effects of three approaches to teaching reading: a management system, a modified management system, and a basal reader approach. The questions for study were as follows: 1. What will be the effect of each approach on student reading achievement? 2. What will be the effect of each approach on student attitude towards reading? 3. What will be the effect of each approach on student attendance? 4. What will be the effect of teacher attitude towards a specified reading approach on student achievement in reading?

Participants in the study from September 1975 to June 1976 were classroom teachers and their fourth grade pupils identified for Title I funding for educationally disadvantaged students at three selected schools from one administrative area in Montgomery County, Maryland. The instructional management system used in this study was the High Intensity Learning Systems--Reading, developed by Dr. S. Alan Cohen, of Yeshiva University, Syracuse, New York, and sponsored by Random House, Incorporated.

To measure growth in reading achievement, pretests and posttests were given using the Stanford Achievement Test. Attitude towards reading was determined by the "Inventory of Student Reading Attitude" adapted from the Functional Reading Guide prepared by the Maryland State Department of Education. Attendance data were gathered from student permanent records. A questionnaire was devised by the researcher to determine teacher attitude towards the specified reading approaches.

Data collected on student achievement, attitude towards reading, student attendance, and teacher attitude were compiled and subjected to an analysis of variance in order to test the significance of differences among the means of the three groups from the three schools with each school using one of the specified approaches. No significant differences among the groups were found at the .05 level for any of the dependent variables.

The results of this study indicated the following conclusions: 1. No single approach was more effective than the other two approaches to teaching reading. Achievement gains, pupil attitude, and attendance did not differ significantly among the three groups. 2. Teachers did not differ significantly in attitudes towards their own reading approach. They were generally positive regarding their respective approaches. 3. The differences among scores within each group were greater than the differences among the three groups. While the group means were not significantly different, the range in scores within each group was wider by comparison.

The following recommendations were given as a result of this study: 1. It was recommended that educators do not seek to purchase expensive management systems in order to increase reading effectiveness. 2. It was recommended that educators consider the merits and uniqueness of each approach to reading used in this study with the realization that research continues to show no one approach in itself to be the single most effective way to teach reading. 3. It was recommended that educators study other variables than reading approach which account for effectiveness in a reading program. 4. It was recommended that the research which is being conducted in these significant other variables be used as a foundation for change in implementing more effective reading programs where student achievement gains reach their potential level for each student. 5. It was recommended that further research be conducted in schools using expensive management systems in reading to determine the effectiveness of the program.

Order No. 77-16,812, 87 pages.

EFFECTS OF CRITERION-REFERENCED TESTS AND A COMPUTER-MANAGEMENT SYSTEM ON THE READING ACHIEVEMENT OF ELEMENTARY SCHOOL CHILDREN

BIENERT, Neil Winston, Ph.D.
University of Oregon, 1977

Adviser: Dr. Mae L. Jackson

PURPOSE

The purpose of this study was to determine the effects of an Alberta government-funded reading program (Educational Opportunities Fund No. 31) that employed the use of criterion-referenced tests and a computer-managed systems approach on the reading achievement of a selected population of elementary school children in Calgary, Alberta.

PROCEDURE

The study compared the raw scores obtained by two groups of grade seven students who were tested on the Canadian Test of Basic Skills (CTBS), Form I, vocabulary and reading comprehension, and on the Educational Development Corporation's (EDC) criterion-referenced level 6 and 7 tests. The two groups were: (1) experimental students who received two years of treatment using criterion-referenced tests and a computer-managed systems approach in reading, and (2) a control group who received two years of reading instruction using a regular reading approach. One-way analysis of variance design, significant at the .05 level, was used to determine whether there were any differences between the groups at three levels of reading ability: high, average, and low.

MAJOR FINDINGS

The statistical results obtained from testing twelve null hypotheses and the students' reading skills while receiving treatment indicate that the experimental students who were using criterion-referenced tests and a computer-managed systems approach in reading produced higher raw scores on the CTBS vocabulary and reading comprehension tests during the first (fifth grade) and second (sixth grade) years of the program. However, the higher achievement levels were not maintained by the experimental students after completing one year of a regular reading program at the junior high school level.

RECOMMENDATIONS

Primary recommendations

In view of these findings further studies are recommended: to determine the grade level at which students should begin using the program, the grade and achievement level receiving the most benefit from the program, and the number of years students in each achievement level should use the program; to determine the instructional approach that is the most effective with the prescriptive materials; to assess the effectiveness of the different kinds of instructional materials (basal, supplementary, audio, and visual) used in the reading program; and to assess materials designed to diagnose reading deficiencies at the kindergarten through grade eight levels.

In addition, innovative elementary reading programs supported by government grants should be funded for at least five years. This would allow time to begin a program with younger children, to train teachers, and to develop and evaluate the program. Also needed is a reliable test to measure reading improvement of first and second grade students in the program as well as an adequate number of computer terminals and an increased amount of computer time available to the school.

Secondary recommendations

Reading teachers using the innovative program should be involved in making relevant plans and decisions. Only teachers who are committed to the use of criterion-referenced tests, student prescription sheets, individualized instruction, and a computer-managed support system should be asked to use the program. In-service classes should be conducted regularly in order to inform new students' families about the program, provide "refresher" courses for parents and teachers, and explain the status of the program. Administrative assistants should be allotted more time to promote and initiate in-service activities and to confer with teachers about their problems. A study should be performed to determine student, teacher, and parent attitudes toward the innovative reading program. Furthermore, a replication of the present study is needed to determine whether the success obtained by the low achieving experimental group was attributable to treatment or to the instruction obtained from the two corrective reading teachers.

Administrative recommendations

A study should be performed to determine the per-pupil cost of the innovative reading program in comparison to a traditional reading program. Factors of importance in this study would include: (1) cost of conducting in-service programs, (2) software and hardware required to support the program, (3) additional personnel required to operate the program, and (4) additional time required by the instructional and administrative staff to successfully implement the program.

Order No. 77-19,329, 223 pages.

THE DESIGN, IMPLEMENTATION AND EVALUATION OF A PROGRAM FOR INVOLVING PARENTS OF SECOND AND THIRD GRADE STUDENTS IN THE TEACHING OF READING

BURNETT, Nancy Chiles, Ed.D.
The Catholic University of America, 1977

The purpose of this study was to design, implement and evaluate a program for involving parents in the teaching of reading. Three degrees of parental involvement were employed to determine which was the most effective in enhancing the reading performance of second and third grade students.

The sample consisted of one hundred second and third graders in a Fairfax County, Virginia public school. They represented a wide socioeconomic range, the majority of them were Caucasian. Subjects were randomly placed into three groups and were pretested and posttested by the researcher. The SRA Diagnosis Test and the Metropolitan Achievement Test (MAT) Total Score, Word Knowledge and Comprehension were the measures used. Parents received their children's pretest scores. In addition, two groups of parents received materials that could be used in the home to assist them in helping their children with reading. Parents in the first group were invited to the school for meetings. Also, they received follow-up notes and phone calls from the researcher. The second group of parents received the same materials but no follow-up activities. The third group of parents received no materials.

The effectiveness of each procedure was determined by the comparison of pretest (March) and posttest (June) scores. Also, all parents were asked to respond to a questionnaire and those parents who received materials were asked to evaluate them.

It was hypothesized that children whose parents received materials would perform better than the children in the control group on the SRA Diagnosis, the MAT Total Score, the MAT Word Knowledge section and the MAT Comprehension

section when the posttest scores were used as criterion variables and the pretests were used as covariates. The hypotheses were tested in the null form by use of a three way analysis of covariance. Treatment, sex and grade were used as factors. Descriptive statistics were compiled from the parent questionnaires and a one way analysis of variance was employed to compare the group means.

No significant group differences were found on any of the four measures. Some apparent grade equivalent differences between groups were noted. On the SRA Diagnosis, the grade x sex and the treatment x grade interactions were significant. Females in second grade seemed to have benefited most from the treatment. Second graders in the two groups in which parents received materials showed greatest growth on the SRA Diagnosis. The treatment x sex interaction was also significant on the MAT Word Knowledge. Males in Group Two showed marked improvement over other males while females in Group Two showed less improvement than females in other groups.

Although no significant differences were found on the questionnaire, generally parental attitudes toward the project were positive. The parents indicated that their understanding of how reading is taught had improved and that they were more familiar with their children's reading problems. Most parents indicated that they thought their child's reading had improved. The parents who received materials found them to be appropriate and rather easy to use. They thought their children seemed to enjoy the exercises and seemed to benefit from them. Group Two parents showed more variability in response indicating that an explanation of the materials and follow-up assistance may be necessary. Selected comments seemed to indicate that exercises requiring little or no material preparation were used most often by the parents.

It was recommended that a study similar to this one be conducted over a longer period of time, that a parent involvement program be established for kindergarten and first grade parents, and that a kit, containing all materials needed to conduct a reading program at home, be provided to the parents.

Order No. 77-13,833, 85 pages.

THE EFFECTS OF DIAGNOSTIC PRESCRIPTIVE TEACHING ON THE READING ACHIEVEMENT AND SELF-CONCEPT OF FIRST GRADE LEARNING DISABLED PUPILS

CHAMBLEE, Rebecca Meredith, Ph.D.
University of South Carolina, 1976

PURPOSE: The purpose of this study was to determine if diagnostic prescriptive teaching was effective in improving the reading achievement and self concept of pupils diagnosed as having a specific learning disability. Test of correlation, t tests and analyses of covariance were used to test the following hypotheses. (1) Learning disabled pupils receiving diagnostic prescriptive teaching will have significantly higher reading achievement scores at the completion of the instructional period than learning disabled pupils receiving traditional classroom instruction. (2) Learning disabled pupils receiving diagnostic prescriptive teaching will have significantly higher self concepts at the completion of the instructional period than learning disabled pupils receiving traditional classroom instruction as measured on both the self appraisal and teacher reference scale. (3) Learning disabled females will have significantly higher reading achievement scores than learning disabled males regardless of treatment group. (4) Learning disabled females will have significantly higher self concept scores than learning disabled males regardless of treatment group. (5) Learning disabled pupils with high reading achievement scores will have significantly higher self concept scores than learning disabled pupils who have low reading achievement scores. (6) Learning disabled pupils will obtain significantly higher self concept scores on the teacher inference appraisal than on the individual self-report appraisal.

SAMPLE: Sixty-nine first grade pupils of average intelligence participated in the study. They were identified as having a specific learning disability as assessed by the Illinois Test of Psycholinguistic Abilities. The pupils were randomly assigned, thirty-five to the control group and thirty-four to the treatment group.

PROCEDURES: All pupils participating in the study were administered pre- and post tests on the following: Macmillan Reading Readiness Test Gates MacGinitie Reading Test Florida Key: A Scale to Infer Learner Self Concept I Feel . . . Me Feel Self Concept Appraisal Scale.

The control group received traditional classroom instruction from the regular first grade classroom teacher. Specific treatment for the remediation of diagnosed disabilities was not included in their academic program. The experimental group, in addition to traditional classroom instruction received diagnostic prescriptive instruction administered by a certified learning disabilities teacher. Both groups received a total of $6\frac{1}{2}$ hours of classroom instruction daily. Diagnostic prescriptive instruction consisted of 30 minutes per day or $2\frac{1}{2}$ hours per week for 16 weeks of instruction designed to remediate the pupil's diagnosed learning difficulty.

FINDINGS: Hypothesis one was accepted for the first measure, the Gates-MacGinitie Reading Test and rejected for the second measure, the Macmillan Reading Readiness Test. The remaining hypotheses were rejected. This study did not demonstrate any statistically significant differences between groups as a result of the treatment.

RECOMMENDATION FOR FUTURE RESEARCH. The results of this study indicate that diagnostic prescriptive teaching produces limited change on the reading achievement and self concept of learning disabled pupils. The study further suggests that the sex of pupils has no direct relationship to reading achievement and self concept. The conclusions of the study give rise to the following recommendations for future instruction and research. 1. Development of teacher-made curriculum materials better suited to individual pupils' disabilities. 2. Consideration should be given to the value of the self contained as opposed to the resource room concept for the teaching of learning disabled pupils. 3. Measures of academic achievement other than reading should be correlated with pupil's self concept scores in order to determine if the same relationship exists. 4. A replication of the study using pupils at the third or fourth grade level is recommended. 5. An exploration allowing a greater length of time for treatment. Sixteen weeks may have not been sufficient time to realize significant change in the self concept and reading achievement of learning disabled pupils. Order No. 77-13,881, 121 pages.

DIFFERENTIAL EFFECTIVENESS OF AN EXPECTANCY UNIT FOR CHILDREN READING AT TWO DIFFERENT LEVELS

CULLEN, Ruth Enck, Ph.D.
Fordham University, 1977

Mentor: Carolyn N. Hedley

The purpose of this study was to develop a system of instruction which would enable second- and fourth-grade children to utilize the redundancy of language in order to anticipate subsequent information in their reading.

The present investigator developed a unit of instruction which was divided into three levels of syntactic complexity. The 0.0-Count level contained basic sentence structures. The

second level, 2.5-Count, contained simple additions to and deletions from the structures used in the first level. The 5.0-Count level was concerned with more complex additions to the sentence structures. At each level of syntactic complexity, the child was helped to build an associative network of appropriate words within sentences. Each of the instructional programs consisted of 30 one-half hour lessons; 25 lessons presented new material and 5 lessons were review.

A pretest and posttest cloze comprehension passage was prepared for each level of instruction. The complexity of the sentences within each cloze passage was evaluated using the Syntactic Complexity Formula by Botel, Dawkins, and Granowsky.

The subjects in the study consisted of second- and fourth-grade boys and girls in one suburban public school in New York State. The children in the study were selected on the basis of their scores on a standardized reading test. The total population of 107 boys and girls in the study consisted of 65 second-grade students and 42 fourth-grade students. The second-grade children who were selected as subjects were those who were reading on grade level or two years above grade level. The fourth-grade children were reading on grade level or two years lower than grade level. The boys and girls were placed in the various levels of the program in accordance with their performance on the cloze passage pretests.

At the end of the six-week instructional program, each child was given the posttest cloze passage which was appropriate for his level of instruction.

The results of the study indicated that gains were made equally at the 0.0-Count and the 2.5-Count levels by children whether they were in second grade or fourth grade, and whether they were reading at second-grade or fourth-grade level.

At the 5.0-Count level of instruction, no group made a change. There was a significant difference of the F ratio for reading level two versus reading level four, but the difference was a function of the initial level of competency with which the two groups came into the program. The method was not subjected to a full test because the best readers were not provided with instruction beyond the ceiling level of the unit. If they had been tested to the point of failure and provided with an instructional program at a level of syntactic complexity which was commensurate with their ability, there is reason to believe that these readers would have advanced as well.

Among the major conclusions were: 1. Young children who are reading on or above grade level have the ability to utilize language instruction as described in the three levels of the program of syntactic structures. 2. Second-grade children reading on grade level and fourth-grade children reading below grade level benefit from instruction in less complex sentences such as those used in the first two levels of the program. 3. Fourth-grade children reading on grade level and second-grade children reading above grade level are able to work with complex sentence structures, containing appositives, comparatives, paired conjunctions, adjective clauses, and nominal clauses. 4. The first two levels of the program when taught in addition to the regular reading program produce better reading comprehension for those students involved.

Order No. 77-14,862, 672 pages.

THE RELATIONSHIP BETWEEN TEACHER EXPECTANCIES OF STUDENT ACHIEVEMENT IN READING GROUPS AND FORMALITY OF TEACHER SPEECH

FREEDMAN, Glenn Barry, Ph.D.
The University of North Carolina at Chapel Hill, 1976

Supervisor: Annie Lee Jones

The purpose of this study was to determine if teacher expectancy of student achievement in reading affected teacher formality of speech. Specifically, three hypotheses were tested. First, the lower the modal expectancy reading level of a group, the more formal is the teacher speech. Second, there is no difference in formality of teacher speech across grades with corresponding modal expectancy reading groups. Third, there is no difference in formality of teacher speech across teachers for the same level modal expectancy groups. The study examined teacher phonology in twelve elementary school classrooms: four second grade, four fourth grade, and four sixth grade. Five phonological segment variables were chosen for observation to develop patterns of formality of speech. Three trained raters analyzed transcripts of audio tapes of teacher's work with reading groups. Analysis of variance techniques were used to test the hypotheses. All three were strongly supported.

Whereas grade and teacher differences did not affect teacher speech formality, expectancy grouping did. More formal speech utterances were observed with lower expectancy groups; and more informal utterances were observed with higher expectancy groups.

Order No. 77-17,429, 95 pages.

THE EFFECTS OF THREE DIFFERENT TEACHING STRATEGIES ON THE READING COMPREHENSION OF MIDDLE SCHOOL LANGUAGE ARTS STUDENTS

GREEN, Gerald Weakley, Ed.D.
The University of Florida, 1976

Chairman: Elroy J. Bolduc, Jr.

The purposes of this study were (1) to investigate the effects of three teaching strategy variables upon the ability of middle-school students to answer comprehension questions about reading selections and (2) to determine if this ability was affected by the intervening variables of grade and sex.

Three teaching strategy treatments were randomly assigned to the population of the six middle-school language arts classes which had previously been ability-grouped at the school's third quartile in reading achievement. A separate treatment was assigned to each of the selected classrooms. Each classroom contained a mixture of sixth, seventh, and eighth grade students. The classroom teachers administered the treatments. A total of 76 students completed the five-week program.

The treatments consisted of different literature questioning techniques following the reading of short stories. Ten questions were developed for each of five short stories. For every set of questions, at least one question was developed at each of the five taxonomic levels in T. C. Barrett's Cognitive and Affective Dimensions of Reading Comprehension. One complete treatment was administered each week. Alternate forms of Level 2 of the Comprehensive Tests of Basic Skills Reading Comprehension test were used to measure pretest to posttest gain scores.

The three major factors considered in the study and their sublevels were: Factor A: Teaching Strategy A_1: Discussion of stories read A_2: Writing about stories read A_3: Merely reading the stories without answering any questions Factor B: Grade Levels B_1: All students in grade six B_2: All students in grade seven B_3: All students in grade eight Factor C: Sex of the Student C_1: All male students C_2: All female students.

Seven hypotheses considered significant gain score differences within factors, in addition to significant gain score interactions across the different levels of each factor (A X B, A X C, B X C, and A X B X C). Analysis of variance on a 3 X 3 X 2 factorial design showed no significant differences within factors and no significant interactions across the different levels of each factor.

It was recommended that for future research with a similar design and comparable variables: 1. The treatment period be increased to at least 10 weeks. 2. Chronological-age or number-of-years-in-school be substituted for the Grade-Level variable. 3. Subjects be randomly selected and then allowed to choose a treatment group based on their preferred mode of learning. 4. A laboratory environment be substituted for the public-school setting. 5. A pre-study sex preference survey with representative non-treatment Ss be performed for the treatment short stories. 6. Treatment teachers be rotated through all treatment groups. Order No. 77-17,019, 105 pages.

THE EFFECT OF THE PERFORMANCE READING STRATEGY ON SELECTED ELEMENTARY PUPILS

HAYES, Dale Thomas, Ed.D.
Arizona State University, 1977

This research was conducted to demonstrate the effectiveness of a high motivational low anxiety reading program based on the use of currently popular music stressing both affective and cognitive involvement of the pupils being taught. The research analyzed the reading performance of fourth, fifth, and sixth grade pupils who had been exposed to the reading strategy, Performance Reading, over a full school year as measured by a standardized reading test administered by the public school district.

The experimental group consisted of 116 pupils from fourth, fifth, and sixth grade classrooms in a public school setting in a northern New England urban area. The control group consisted of 122 pupils from fourth, fifth, and sixth grade classrooms from the same school setting. The experimental group was chosen by selecting classrooms where the Performance Reading strategy was used regularly over a full school year. In those classrooms, Performance Reading was an add on activity in connection with the normal classroom reading program. All materials and specific teaching units were developed by the classroom teachers after attending a one day workshop on the rationale and techniques of the Performance Reading strategy. Other than occasional encouragement by the principal, the provision by the school of overhead projectors, record players, and blank transparencies, the teachers were fully on their own. The Post Exposure Design was chosen to guard against the occurrence of Hawthorne effect and the teachers were not aware, at any time, of planned research or analysis beyond the normally administered district standardized reading test, which is the Sequential Tests of Educational Progress, Series II–Reading Test at the considered grade levels.

The data confirmed the effectiveness of the Performance Reading strategy as an assist to the normally used reading program. The experimental group performed significantly better at the 0.10 level of significance on the Sequential Tests of Educational Progress, Series II–Reading Test than did the control group.

The conclusions derived from the research are that the Performance Reading strategy is a useful approach to the teaching of reading that will provide a specific enrichment to the normal classroom reading program and that the Performance Reading strategy has significant promise for use as an effective teaching technique to improve both the cognitive and affective dimensions of learning to read. It is further concluded that because of the minimal cost of the materials, the brief training required to use the approach, and the continual support for the program from the out of school environment that the program has significant potential as a vehicle for integrating reading in most of the subjects in the elementary classroom. Order No. 77-14,539, 147 pages.

THE EFFECTS OF HOME READING EXPERIENCES ON ACADEMIC READINESS FOR KINDERGARTEN CHILDREN

HOSKINS, Keith Frederick, Ed.D.
University of Missouri – Columbia, 1976

Supervisor: Dr. James L. Craigmile

Purpose

The major purpose of this investigation was to provide empirical evidence concerning the relationship between parent reading to preschool children prior to entrance into kindergarten and student readiness achievement measured by the Stanford Early School Achievement Test administered at the beginning of the school year for the kindergarten subjects. A second purpose was to determine the relationship between the home reading environment and readiness skill achievement as measured by the SESAT.

Method of Research

The population for this investigation consisted of 129 preschool children and their parents representing six public school districts in Sioux County, Iowa. The subjects represented rural, white, middle-class homes and were to be enrolled in kindergarten classes during the 1975–76 school year

A spring meeting was held with all the parents in the county whose children would enter kindergarten in the fall, and from the group, 129 subjects volunteered for participation in the study. A subsequent meeting was held with the parents of sixty-five children who represented the two experimental groups. Guidelines and instructions for the three month summer reading program were given. Parents were to read aloud to their children for at least sixty minutes per week. The sixty-four subjects representing the control groups were contacted by mail concerning their involvement in the study. Data reflecting the home reading environment was collected through the use of a questionnaire which sought information concerning time spent reading to children, books in the home, library usage and parent reading behavior.

A 2x2 factorial design was utilized to test the hypotheses of the investigation. The four cells were determined according to two variables, the home-reading environment and participation in the summer reading program. The Stanford Early School Achievement Test was administered to all subjects during the first weeks of school to determine readiness skill achievement in the areas of general environment, mathematics, letters and sounds, and aural comprehension. An analysis of variance procedure utilizing a one-tailed test of significance was employed for analyzing the data.

Summary

1. Subjects in the experimental groups, who were participants in the summer reading program, scored significantly higher at the .05 level of significance, than subjects in the control groups on readiness skill achievement as measured by the SESAT. 2. Subjects who had rich home-reading environments scored significantly higher at the .05 level of significance, than subjects who had meager home-reading environments on readiness skill achievement. 3. Subjects who came from rich home-reading environments and who participated in the summer reading program scored significantly higher than the other subjects in the investigation.

Conclusions

1. Parents who read aloud to their preschool children in a systematic or regular pattern enhance their preschoolers academic readiness for the kindergarten experience. 2. Children who come from homes where there is a rich home-reading environment appear to have an educational advantage over their peers who come from homes that reflect a meager home-reading environment. Order No. 77-15,521, 99 pages.

ELEMENTARY SCHOOL READING: RELATIONSHIPS AMONG TEACHER BACKGROUND, NEEDS, KNOWLEDGE AND HINDRANCES TO EFFECTIVE INSTRUCTION

JONES, Linda Lee, Ph.D.
The University of North Carolina at Chapel Hill, 1976

Supervisor: Dr. Annie Lee Jones

The major purpose of this study was to determine the relationships among the following variables pertaining to elementary school reading instruction: (1) selected characteristics of teachers' professional background in reading, (2) teachers' perceptions of their need for knowledge of reading, (3) teachers' perceptions of their hindrances to effective reading instruction and (4) teachers' knowledge of reading.

To achieve the above purpose, the following hypotheses were tested: 1. Primary and intermediate teachers differ on: (a) perceptions of need for knowledge of reading, (b) perceptions of hindrances to effective reading instruction and (c) knowledge of reading. 2. There is a negative relationship between years of teaching experience and (a) perceptions of need and (b) perceptions of hindrances. 3. There is a positive relationship between years of teaching experience and knowledge of reading. 4. There is a negative relationship between semester hours of college preparation in reading and (a) perceptions of need and (b) perceptions of hindrances. 5. There is a positive relationship between semester hours in reading and knowledge of reading. 6. There is a negative relationship between perceptions of need for knowledge of reading and knowledge of reading.

In the above statements, the term "differ" refers to a statistically significant difference between means ($p<.05$). The term "relationship" refers to a correlation that is statistically significant ($p<.05$).

The sample for the study consisted of eighty-seven regular classroom teachers (grades K–6) in Raleigh, North Carolina, for whom the teaching of reading was a part of their daily instructional responsibilities. Data were collected from eighty-six of those teachers.

Two instruments were used in the data collection: (1) the Inventory of Teacher Knowledge of Reading (Artley and Hardin, 1971) and (2) a Teacher Questionnaire developed for the study. The Inventory was used to measure teachers' knowledge in seven areas of reading. The Teacher Questionnaire was used to measure teachers' perceptions of their need for knowledge in eight areas of reading and their perceptions of the degree to which five sets of factors are hindrances to effective reading instruction. The principal methods of data analysis were t-tests, multiple discriminant analysis with step-wise entry of the variables, Pearson product-moment correlation, and multiple correlational analysis with step-wise entry of the variables.

Among the chief findings of the study were that: 1. Primary and intermediate teachers do not differ on their perceptions of need for knowledge of reading but do differ on their perceptions of hindrances to effective reading instruction and their knowledge of reading. The intermediate teachers perceived a significantly greater degree of hindrance than the primary teachers on such conditions as the size and heterogeneity of classes, the availability of instructional and planning time, and the availability of teacher aides. The intermediate teachers exhibited greater overall knowledge of reading than did the primary teachers and greater knowledge of word perception skills; comprehension and critical reading; evaluation, diagnosis and correction; and the goals of reading instruction. 2. Generally need for knowledge of reading decreased as teaching experience increased, and need for knowledge of reading readiness can account for the significant proportion of the relationship between years of experience and need for knowledge of reading. 3. Little overall relationship was found between years of teaching experience and perceptions of hindrances; however, the relationship was generally negative. 4. Knowledge of reading did not generally increase with teaching experience. 5. There was little overall relationship between semester hours in reading and either perceptions of need for knowledge of reading or perceptions of hindrances to effective reading instruction. However, the relationships were generally negative; and there was more relationship for graduate hours than for undergraduate hours. 6. Knowledge of reading did not generally increase with semester hours in reading. 7. There was little overall relationship between perceptions of need for knowledge in specific areas of reading and knowledge in those same areas.

Order No. 77-17,355, 266 pages.

AN INVESTIGATION OF CHANGE IN READING ACHIEVEMENT AND IN ATTITUDE PERCEPTION OF SELECTED ELEMENTARY SCHOOL CHILDREN AS A RESULT OF A TRAINING PROGRAM IN HUMANISTIC EDUCATION

LEE, Mildred K., Ed.D.
Fordham University, 1977

Mentor: Jay Sexter

This study was begun for the purpose of determining whether a program in humanistic education could significantly increase reading scores, improve oral communication, enhance self-concept, improve sense of control, and increase cohesion of pupils exposed to such training when compared to pupils not receiving such training.

It was hypothesized that no significant differences at the .05 level of confidence would exist between classes in the control group and those classes receiving humanistic education training for varying time periods with regard to reading achievement, oral communication skills, self-concept perception, feelings of cohesion, and feelings of power and control.

The Human Development Program (HDP) was selected for this investigation because its humanistic education curriculum relates personal growth to social relationships and is based on the personality development theory of Karen Horney. The instruments used to measure the effects of the HDP on reading achievement and attitude perception were as follows: 1) Metropolitan Achievement Test (MAT) in reading; 2) Verbal Language Development Scale (VLDS); 3) Piers-Harris Children's Self Concept Scale (PHCSCS); 4) Goodenough-Harris Drawing Test (GHDT); and 5) Interpersonal Effectiveness Diagnosis (IED).

The elementary school chosen for the study was located in a multiethnic community with families from diverse socio-economic levels. The target population consisted of 670 pupils in grades two through six.

Pre-test data gathered on the control group and the experimental group were compared through two-tailed t tests for independent means. When it was determined that the mean scores of the classes in both groups were not significantly different at the .05 level of confidence, two-tailed t tests for independent samples were performed for each instrument respectively at the conclusion of the study.

Major findings for this investigation were as follows: 1. No significant differences were found when the pre-test mean scores of the control group classes were compared to those of the experimental group classes on the MAT reading, VLDS, PHCSCS, GHDT, and IED respectively. 2. After classes had received humanistic education training for the first half of the school year, no significant differences were observed when their post-test mean scores were compared with those not receiving such training. 3. Following humanistic education training for the second half of the school year, no significant differences were noted when the post-test mean scores of the experimental group and the control group were compared on the MAT reading, PHCSCS, GHDT, and IED respectively.

Significant difference was observed between the mean scores on the VLDS. 4. After classes had received humanistic education training for a full school year, significant differences existed when the post-test mean scores of the experimental group and the control group were compared on the MAT reading, VLDS, PHCSCS, and GHDT respectively. No significant difference was found on the IED.

Based on the major findings of this investigation, it was concluded that: 1. Subjects exposed to the HDP curriculum for a full school year made significant gains in three aspects measured by the MAT in reading – word knowledge, comprehension, and total reading. 2. When subjects remained in the HDP for a full school year, significant gains were noted in scores representing improvements in attitude perception; i.e., self-concept, communication skills, feelings of cohesion.

The conclusions derived from the results of this investigation appeared to justify the following major recommendations: 1. Research should be conducted to examine the effect of humanistic education training on curriculum areas other than reading. 2. Further research using the HDP for periods longer than a full school year could provide information on the stability of changes in reading achievement and attitude perception noted by this investigation. Order No. 77-14,872, 122 pages.

A one-way analysis of covariance was applied to test each of the null hypotheses stated. The objective findings of the study indicated: 1. There were no significant differences among the three groups of pupils in the area of word-attack skills. 2. There were no significant differences among the three groups of pupils in the area of comprehension skills. 3. There were no significant differences among the three groups of pupils in the area of student-attitude towards school.

The Experimental in-service plan did not produce a significant difference for tutors in word-attack skills, comprehension and student attitude. However, analysis of individual tape recordings showed that seventy-five percent of all interactions were in Task Related Behavior patterns which were considered by the writer to be of most importance in conducting a lesson.

In addition to the objective findings of the study the following conclusions of a subjective nature were observed. 1. Tutors and tutees displayed a high degree of responsibility throughout the study. 2. In-service training for the tutor appeared to alleviate apprehension on the part of the tutor. 3. Lesson planning needed to be conducted by an adult leader. 4. Feedback sessions provided positive reinforcement opportunities for fifth-grade tutors Order No. 77-15,217, 104 pages.

A CROSS-AGE TUTORING PROGRAM EMPHASIZING TRAINING AND SUPERVISION OF TUTORS AND AN ANALYSIS OF TUTOR-TUTEE INTERACTIONS

LINDQUIST, Alan Keith, Ed.D.
University of Pittsburgh, 1976

This study investigated the effectiveness of an experimental in-service program for fifth-grade tutors to improve reading achievement and student attitude towards school of both tutors and third-grade tutees. The subjects were forty-five fifth-grade students and forty-five third-grade students who volunteered to participate during the regular school day. From this population, fifteen fifth-graders and fifteen third-graders were assigned to one of the following groups in a random manner:

Control Group: Students did not receive a tutor or tutee assignment but were involved in all assessment procedures.

Base Group: Prior to actual tutoring sessions fifth-grade tutors had an extensive three week in-service training based on the Lippitt and Lippitt model. (Lippitt, 1969). Throughout the fifteen week tutoring program tutors were scheduled for a weekly thirty-minute in-service session and a weekly thirty-minute feedback session. Tutoring sessions were held three times per week, each being thirty minutes in length.

Experimental Group: Fifth-grade tutors were given the same in-service training described for the Base Group. In addition, these tutors had their tutoring sessions audiotaped to analyze the tutor's interactions with the tutee. The responses were placed in a functional scheme of behavior patterns utilizing three categories: a) Task Related Behavior, b) Maintenance Related Behavior, c) Self-Oriented Behavior, and their respective subheadings. Individual weekly counseling sessions were held with each tutor to analyze the tutor's interactions with the tutee with emphasis designed to foster task related behavior patterns

All three groups were assessed utilizing a pre and post-test design in the areas of word-attack skills, comprehension and student attitude scores. Testing instruments utilized were alternate forms of the SRA Diagnosis Reading Test for fifth-grade and the Wisconsin Design for Reading Skill Development for third-grade word-attack skills. Alternate forms of the Wisconsin Design for Reading Skill Development were used to test fifth and third-grade comprehension skills. Both fifth and third-grade students were tested with the Teachers College Columbia University Student Attitude Survey.

AN INVESTIGATION OF VOCABULARY AND COMPREHENSION DEVELOPMENT OF SIXTH GRADERS

MADDOX, Eleanor Jeanne, Ph.D.
Arizona State University, 1977

The major purpose of this investigation was to compare the effects of two methods of vocabulary instruction upon the test scores of two groups of sixth grade students. Intact sixth grade classes were randomly assigned by building to treatment. A second randomization of students was achieved by randomly drawing 60 pupils' names from within the intact groups.

The programmed approach by Deighton was conducted as directed in the teacher's manual. These lessons take place at a time specified by the teacher. The systematic approach by Edwards is a total vocabulary program integrated throughout the school day.

All students were pretested before instruction commenced and posttested at the end of the eight week instructional session. Data were analyzed in three parts. First, three t tests for independent samples were used to analyze pretest differences between the two treatment groups on the comprehension and vocabulary sections of the Gates-MacGinitie Reading Test, Survey D and the Estes Scale to Measure Attitudes Toward Reading. The two groups were found to differ significantly on the vocabulary and the Estes.

Second, a one-way multivariate analysis of variance was used to assess whether the differences in the gain scores of the two groups on the three criterion variables was statistically significant. The multivariate F-ratio indicated that a gain of the magnitude found on the three variables would be found by chance only one time in a thousand. Univariate F tests calculated after the multivariate analysis indicated that on each variable, Experimental Group I gained significantly more than Experimental Group II.

Finally, the decline in test score shown by Experimental Group II on all three variables was tested for significance by three dependent t-tests. Although the decrease on the Estes was not significant, there was a significant decrease in score on vocabulary and comprehension.

The three null hypotheses which were tested by analysis of variance computed after the finding of a significant Multivariate F ratio are summed as follows: there is no significant difference between the mean gain scores achieved on the vocabulary and comprehension sections of the Gates-MacGinitie and

the Estes Scale to Measure Attitudes Toward Reading. The mean gain score of Experimental Group I (Edwards) was significantly greater than that of Experimental Group II (Deighton) on all three variables.

In light of the findings, and given a similar population and circumstances, it is concluded that the Edwards approach to vocabulary instruction provides greater student gain as an instructional procedure for teaching sixth grade students a meaning vocabulary and thus increasing comprehension. The findings on the Estes Scale would make it possible to conclude that the Edwards approach provides for a more positive student concept in learning vocabulary.

RECOMMENDATIONS

The evidence presented and the conclusions reached in this study warranted some recommendations for additional research. 1. This study should be conducted in other grade levels and with diverse populations to determine if similar results will be obtained with different age groups and different populations. 2. A similar study should be conducted over a longer period of time to determine if students continue to learn faster using the Edwards approach. 3. A similar study should be conducted with teachers unfamiliar with either the Edwards or the Deighton approach to teaching vocabulary to determine if similar results will be obtained. 4. Similar studies should be conducted with control of the variables; instructional time, teacher-pupil interaction, motivation, and multi-sensory instructional procedures to determine if similar results will be obtained. Order No. 77-17,875, 104 pages.

AN ANALYSIS OF STUDENT AND TEACHER ATTITUDES TOWARD SEVEN BASAL READER PROGRAMS

NORBY, Janet Roy, Ed.D.
Washington State University, 1977

Chairman: Jerry L. Milligan

This study was conducted to determine whether there would be any difference between student's attitudes toward seven basal reader programs and teacher's attitudes toward those same basal reader programs after seven months of use. Also noted were those programs which tended to produce a more favorable response from teachers or from students.

The subjects involved in the study included 4,472 elementary school students in grades one through six, and 200 elementary school teachers in grades one through six. All of the students and teachers in this study were also participants in a pilot study of basal reader programs conducted by the Spokane, Washington Public Schools.

One of seven basal reader programs was used by each group of teachers and students in the study for a period of seven months. In-service assistance for teachers in using the basal reader programs was provided by the publishers.

A non-verbal attitude scale was developed to measure primary student's attitudes toward the basal reader programs, and this scale was administered to those students in March, 1975. Intermediate student's attitudes toward the basal reader programs were also measured by an attitude scale which was administered in March, 1975. Teacher's attitudes were measured by two questions taken from a response inventory administered to teachers in March, 1975.

The scores obtained from the attitude scales and from the response inventory were used for statistical analysis. Teacher's and student's scores were categorized as high, middle, and low. The frequency of student's scores and teacher's scores in each category was determined. Differences in frequency between teachers and students in each category for each basal reader program were tested for significance using a chi square test.

The hypothesis tested stated: There will be no difference between student's and teacher's attitudes toward seven basal reader programs. The level of significance for accepting or rejecting the hypothesis was established at the .05 level. The hypothesis was retained for teachers and students in the fourth grade, and rejected for all other groups and for all basal reader programs.

Results suggested: 1. Students and teachers differed in their attitudes toward Reading 360 and Keys to Reading more than they differed in their attitudes toward the other basal reader programs used. 2. Teacher's attitudes were significantly less favorable toward Reading 360 and Keys to Reading than were the attitudes of the majority of student groups. 3. Teacher's attitudes were significantly more favorable toward the Bookmark Reading Program, The Houghton-Mifflin Readers, The Holt Basic Reading System, Basic Reading, and Programmed Reading than were the attitudes of some groups of students. 4. Teacher's attitudes toward the basal reader programs tend to reflect the attitudes of fourth grade students better than any other student group. 5. Teacher's attitudes toward the basal reader programs tend to reflect the attitudes of students in the Slow Reading Group less accurately than any other group. 6. Teacher's attitudes toward the basal reader programs tend to reflect the attitudes of boys and girls equally well. 7. Teacher's attitudes toward the basal reader programs tend to reflect the attitudes of primary students and students in the Average Reading Group better than they tend to reflect the attitudes of fifth and sixth grade students, and students in the Fast Reading Group. Order No. 77-20,110, 125 pages.

THE EFFECTS OF PAIRED SIMULTANEOUS ORAL READING ON THE READING PERFORMANCE OF FOURTH, FIFTH, AND SIXTH GRADE STUDENTS

ODLE, Sara Jane Proctor, Ed.D.
Memphis State University, 1977

Major Professor: Robert M. Anderson

This study was designed to evaluate the effectiveness of a reading technique known as paired simultaneous oral reading as a means of improving silent reading speed and accuracy, vocabulary, and comprehension. A total of 249 students were used in the study, from nine intact fourth, fifth, and sixth grades of Ashland City Elementary School, Cheatham County, Tennessee. One class from each of the three grade levels was randomly selected as an experimental group, one for a placebo treatment, and one as the control group. Random pairings of students within each of the three experimental and three placebo classes were made daily. Each experimental pair of students read aloud, in unison, at a rapid rate, for 12 to 15 minutes daily, for a period of five weeks. Pairs in the placebo classes read silently for the same amount of time, giving each other help if words were not known.

The Gates-MacGinitie Reading Tests, Survey D, were used for pre-and-post testing. These tests were for speed and accuracy, vocabulary, and comprehension. An analysis of variance on the gain scores showed a significant amount of improvement for the fourth and fifth grades on the speed and accuracy test. No significant effects were found for any of the groups on the vocabulary and comprehension tests. An attitude survey showed that the students reacted positively to the reading experience. No problems were encountered in implementing the procedure in the classroom.

The use of paired simultaneous oral reading seems, on the basis of the study, to be justified for those middle grade students who show a need for improvement on silent reading tasks in which speed and accuracy are important. Reported student interest, together with ease and economy of application, make the method suitable for use as one activity among others in the reading program. Order No. 77-19,207, 121 pages.

COMPARATIVE GROWTH OF KINDERGARTEN CHILDREN USING A CRITERION-REFERENCED READING PROGRAM

OSTERBERG, Richard Frederick, Ed.D.
University of Southern California, 1977

Chairman: Professor Charles M. Brown

Problem. Throughout the history of education, many methods have been devised to measure student competency. The traditional experience of providing norm-referenced measurements is simply not sufficient in light of recent developments in individualized instruction and instructional technology. The teacher of today needs tools to measure the progress of the learner. The criterion-referenced test is one tool used to assess a student's progress. One program in which the students' skills and progress are assessed by criterion-referenced tests is the Ransom Reading Program. The purpose of this study was to determine if a group of kindergarten children who were exposed to the Ransom planned sequence of learning experiences in reading with accompanying criterion-referenced tests would show greater gains in reading skills than another group which was not in the program.

Procedures. Seven experimental groups (N=180) and six control groups (N=123) in the kindergartens of Fresno Unified School District comprised the population. The groups were a representative sampling of the population in the Fresno Unified School District. Each of the schools represented one of the principal ethnic groups identified in the school district's "Ethnic Race Report," namely, Negro, White and Spanish surname. All students were given the Stanford Early School Achievement Test in October, 1974, and again in May, 1975. Growth was determined on the basis of mean gain scores received on section 3 – Letters and Sounds, and section 4 – Aural Comprehension. Experimental students were placed in the Ransom Reading Program. Pretesting the student on individual skills resulted in placing children in either enrichment activities or reinforcing activities. Teachers were provided materials to use to teach the identified weakness. Posttesting was done to determine if skill mastery was accomplished according to Ransom Reading Program standards. Ransom Group Profile Charts were used to plan daily activities and to give a quick appraisal of student progress. Control students followed the regular school district program. Instructional materials were collected and used as the teacher saw need and significance.

Findings. All the experimental groups were superior to the control groups at the .001 level of significance in the following interactions: Program x Mean Gain Pre-Post test scores; School x Mean Gain Pre-Post test scores in Letters and Sounds and Aural Comprehension. The degree of achievement of the experimental groups was above that of the control groups in all the schools.

Conclusions. The findings suggest: (1) The soundness of the Ransom Reading Program was reaffirmed. The findings of this study demonstrated that the experimental group in all the schools attained greater achievement than the control group. (2) Overall instructional needs of children were easily assessed, thus the teacher could develop a comprehensive work-study program for each child. The listed goals gave teachers a broad spectrum of directions for teaching. (3) Reading skills related to areas of need were clearly indicated. (4) Use of the coding system in the Ransom Reading Program improved the organization of the teachers' instructional materials. (5) The carefully planned sequence would be an asset to new teachers, and a review for experienced teachers.

Recommendations. Two lines of research are suggested: (1) A follow-up study for all primary grades should be made to evaluate the total Ransom Reading Program. (2) Teaching techniques and developmental sequence of skills should be evaluated continually. (3) Application and use of efficient record keeping need to be continued.

THE EFFECT OF FORMAL PRESCHOOL EXPERIENCES AND SUPPORTIVE READING BEHAVIOR IN THE HOME ON FIRST GRADE READING READINESS

PAUL, Mary Crosby, Ph.D.
University of South Carolina, 1976

A sub-population was randomly selected from the entire 1975–76 enrollment in School District #5 in Anderson, South Carolina.

This sub-population was in four different schools in the district. The four different campuses housed 325 first graders. Through the use of a table of random numbers, 166 children were selected as subjects for the experiment.

A 13–item questionnaire was constructed from a review of literature related to the topic, supportive reading behavior in the home. The questionnaire was administered to the mothers of the 166 randomly selected children. A 70 per cent return to the questionnaire was used to quantify the scale.

A factor matrix of the test revealed that two items were not providing desired information. It was decided to delete these two items from the test in computational procedures to determine high support or low support.

The two split halves revealed that there was a correlation of .72. The Spearman Brown Prophesy Formula was used to correct the correlation. Therefore, the reliability estimate was .83.

A total mean score of 34.39 was obtained on the questionnaire. A raw score of 35 or more was determined as high support. A raw score of 34 or less was, therefore, determined as low support.

Two main effect hypotheses were tested in the study. The data to test the hypotheses were analyzed through the use of the SAS computer program. The five per cent level of significance was used to determine whether the null hypotheses were rejected.

The first null hypothesis was rejected. The data revealed that children with formal preschool experiences did score significantly higher than children with no formal preschool experiences on first grade reading readiness.

The rejection of the first null hypothesis offered further evidence to support the thesis that formal preschool experiences make a difference on reading readiness scores at the first grade level.

The second null hypothesis also was rejected. There was a difference in the reading readiness scores of the children who did have and did not have supportive reading behavior in the home favoring those having high supportive reading behavior.

The rejection of the second null hypothesis indicated that parents who provided a reading atmosphere in the home had children who scored significantly better on the first grade reading readiness test.

In addition, the interaction effect between formal preschool experiences and supportive reading behavior in the home was not significant. This nonsignificant finding indicated that the differences in the first grade reading readiness scores was attributed to either the formal preschool experiences or the high supportive reading behavior in the home. When each variable was analyzed as a separate entity, the differences in the reading readiness scores were significant. However, when analyzed collectively nonsignificant findings were indicated.

Order No. 77-13,911, 93 pages.

AN ANALYSIS OF CONDITIONS THAT ENCOURAGE SCHOOL CHILDREN TO CHOOSE TO READ

SCOTT, John Whittier, Jr., Ph.D.
University of Kansas, 1976

Two conditions that allowed kindergarten children to choose between reading or playing (choice) were compared to baseline conditions that required them to read. Reading was measured as the number of pages completed in a programmed text. The choice conditions differed as to the number of pages that had to be completed before the children had access to special rewards. The children were divided into two groups and alternated between a three session block under a choice condition and a three session block under a baseline condition. The baseline conditions were different for each group. The results show that when both groups had a choice of reading or playing but were rewarded only after a large number of pages had been completed, they chose to play as frequently as read and completed only about one-half the number of pages completed during baseline. When the children had a choice and were rewarded for smaller amounts of work there was a slight increase in choosing to read and pages completed for one group but a large increase in choosing to read and pages completed for the other group. The results suggest that one initial step in teaching children independent reading is to allow them to determine when to read and when to play, and support reading with differential positive consequences.

Order No. 77-16,298, 25 pages.

THE RELATIONSHIP BETWEEN READING TEXTBOOK SELECTION PROCEDURES AND STUDENT READING ACHIEVEMENT IN SELECTED CALIFORNIA SCHOOL DISTRICTS

SHROYER, Donald Nelson, Ed.D.
Brigham Young University, 1977

Chairman: Norman F. Hyatt

The study determined the effect that reading textbook selection procedures had on California sixth grade student reading achievement. Fifty-one California school districts, with ten or more sixth grade teachers, grouped into eleven classifications according to the number of sixth grade teachers in the district were included in the study.

It was found that student achievement was not effected by the selection procedure used by the school district. It was recommended that educators cease to be concerned about the impact of the textbook selection procedures used by the school district upon student achievement.

Order No. 77-17,635, 119 pages.